

MSF HCWWP TOOLKIT



CONTENTS

INTRODUCTION	1
+ About this toolkit	1
» Purpose	1
» Topics	1
» Time	1
» Background of Welcome Service	2
» Certification	2
+ Workshop Outline	3
+ Activity Guide	4
MODULE 1: THE WELCOME APPROACH	5
+ Workshop Outline	6
+ Activity Guide	7
» Activity 1.1: Introduction and Check in Session One	7
» Activity 1.2: Creating a group agreement	7
» Activity 1.3: Ice Breaker - Broken Telephone	8
» Activity 1.4: When I Feel Welcome	9
» Activity 1.5: The Importance of Patients Feeling Welcome	10
» Activity 1.6: How I Can Be More Welcoming	11
» Activity 1.7: Reflection and Check Out	11
MODULE 2: UNDERSTANDING OUR PATIENTS	12
+ Workshop Outline	13
+ Activity Guide	14
» Activity 2.1: Introduction and Check in	14
» Activity 2.2: Ice Breaker - Choices	15
» Activity 2.3: Reflect on previous module	15
» Activity 2.4: Vuyo's Story: In Her Shoes	16
» Activity 2.5: Debriefing Vuyo's Story	17
» Activity 2.6: Reflection and Check Out	17
+ Appendix	18
» Vuyo's Story	18
MODULE 3: REFLECTING ON VALUES	21
+ Workshop Outline	22
+ Activity Guide	23
» Activity 3.1: Welcome and Introduction	23
» Activity 3.2: Ice Breaker - Stand if...	24
» Activity 3.3: Reflect on previous module	25
» Activity 3.4: Identifying Our Values	26
» Activity 3.5: Dealing with challenging patients	27
» Activity 3.6: Reflecting on Challenging incidents using Gibbs Reflective Cycle	28
» Activity 3.7: Closing and check out	29
+ Appendix	30
» Values Clarification	30
» Gibbs Reflective cycle	31



MODULE 4: COPING WITH STRESSORS **32**

+ Workshop Outline	33
+ Activity Guide	34
» Activity 4.1: Welcome and Introduction	34
» Activity 4.2: Reflect on previous module	34
» Activity 4.3: The tipping point	35
» Activity 4.4: Relaxing with the Breath	37
» Activity 4.5: Dealing with Stressors	38
» Activity 4.6: Check Out and Closing	38
+ Appendix	39
» Problem statements	39

MODULE 5: BUILDING A BALANCED LIFE **40**

+ Workshop Outline	41
+ Activity Guide	42
» Activity 5.1: Welcome and Introduction	42
» Activity 5.2: Ice Breaker – Would You Rather?	43
» Activity 5.3: Reflect on previous module	43
» Activity 5.4: Assessing our Life Balance using the Life Balance Wheel	44
» Activity 5.5: Finding Balance	46
» Activity 5.6: Stress Relief	47
» Activity 5.7: Check out and Closing	48
+ Appendix	49
» Life Balance Wheel	49

APPENDICES **53**

+ Appendix 1 - Alternative program all in one day	54
» Modules combined into one session: The Welcome Approach	54
+ Appendix 2 - Follow up session	57
» Reflecting on the Training	57
+ Activity Guide: Follow Up Session	58
» Activity 6.1: Welcome and Check-in	58
» Activity 6.2: Ice Breaker - Stand if...	58
» Activity 6.3: Remembering the Workshops	59
» Activity 6.4: Reflecting on Changes	60
» Activity 6.5: Coping Better with Stressors	60
» Activity 6.6: Wheel of Life	61
» Activity 6.7: Reflection and Check Out	62
+ Appendix 3 - Additional optional activities	63
» Activity: Building Mindful Awareness	63
» Activity: Mindful Eating	65
» Activity: Your most precious resource	66



ABOUT THIS TOOLKIT

Purpose

This toolkit was created for use by facilitators engaging with health care workers (HCWs) to assist them in understanding the importance of keeping patients engaged in health care and the valuable role they play in doing so. These workshops are also aimed at capacitating health care workers with skills to self-reflect and deal with stressors that might prevent them from providing good care.

This toolkit was created based on the work done by *the Welcome Service* at *Medecins Sans Frontiers* (MSF) in Khayelitsha South Africa, to address the negative attitudes and behaviours that HCWs may portray towards people who disengage from antiretroviral therapy (ART). However, the toolkit may be adapted to other clinical settings and does not have to be restricted to HIV. For example, for staff who are working with patients who disengagement from non-communicable disease services, helping them to reflect on their own experiences and behaviours as well as empathise with the patients that they are providing services to.

This toolkit is intended to be used as a practical guide for facilitating workshops in an engaging, participatory and creative manner. It includes workshop outlines, detailed activity guides, workshop resources and a slide deck.

Topics

This toolkit consists of 5 modules covering the following topics:

THE WELCOME APPROACH;

UNDERSTANDING OUR PATIENTS;

REFLECTING ON VALUES;

COPING WITH STRESSORS AND

BUILDING A BALANCED LIFE.

You could use this toolkit to do a series of 5 separate sessions of 90 minutes or one 7 hour workshop. You will find workshop outlines for each of these options in the toolkit.

Time

If you are doing these workshops over 5 sessions, these sessions can be connected to other activities that are already in place such as weekly team meetings or monthly debriefing sessions. It is recommended that you do not allow too much time to pass between each session as these workshops are all connected and build on each other. You should try and ensure that participants are able to attend all of the sessions and they are connected and each module builds on the previous modules

There is also a 90 minute follow up session that should be conducted about 6 months after the workshop(s) have taken place.

If we would like to see a real change in the people we work with and places where we are working, it is necessary to ensure that time is made to work on the topics covered in this toolkit.



Background of Welcome Service

Globally there has been a major improvement in access to ART services, particularly with the widespread roll out of the test and treat strategy. While many people are being diagnosed and initiated on treatment earlier, before the development of advanced disease, many are not adequately supported to stay in care. MSF recognized the urgent need to direct resources to support keeping people on treatment long term. To address disengagement, MSF designed and implemented a differentiated service delivery (DSD) model of care aiming to improve adherence and retention in care amongst people living with HIV (PLHIV) who have interrupted antiretroviral therapy. It is well recognized that health care workers play an important role in patients' experience of healthcare services in general and particularly for HIV, where many are scared to attend a clinic after interrupting treatment for fear of being punished or stigmatized by staff (Eshun-Wilson I, Rohwer A, Hendricks L, Oliver S, Garner P. Being HIV positive and staying on antiretroviral therapy in Africa: A qualitative systematic review and theoretical model. *PLoS ONE*. 2019;14(1):1–30.). Despite this, little has been done to address staff perceptions around ART interruption and provide support to HCWs to unpack the negative cycles that lead to the stigmatizing and paternalistic behaviours they may portray towards patients. There are a multitude of competing factors that can cause someone to disengage from care. Many of these factors are beyond the scope of the healthcare system to address (e.g. poverty) and thus MSF selected some of the structural, clinical and psychosocial barriers to adherence that were seemingly more feasible to address and within the scope of its core objectives. The DSD is made up of four key components, including the Health Care Worker Engagement Package, which will be described in detail throughout this toolkit. The four overarching objectives are outlined below:

1. Improve the identification, triage, monitoring, and evaluation of people who present to primary care after an interruption in ART
2. Optimize the clinical management of people who return to primary care after ART interruption, including minimizing delays to re-initiation, appropriate regimen choices and switching where indicated, viral load (VL) monitoring and management, and screening and prevention of opportunistic infections
3. Improve the psychosocial support of people who return to primary care after ART interruption through better identification and management of client-specific barriers to engagement
4. Support HCWs to provide more patient-centered, empathetic care through addressing negative attitudes and paternalistic behaviours that can lead to disengagement



Certification

This course is not accredited but you can give participants a certificate of attendance. This should only be given to participants who have completed all 5 modules.

This toolkit was developed from the MSF Welcome Service training. Any alterations made to its content are not endorsed by MSF.



WORKSHOP OUTLINES

In this section you will find outlines for each module. Each outline will suggest the duration, the activity, the set-up of the room and the resources that will be needed.

Duration: These are suggested times for the duration of the activity. These times might vary depending on the number of participants in the room. Try to create a balance of keeping the pace of the workshop moving while ensuring that enough time is spent doing the activity properly.

Activity: This gives a brief description of the activity that should be completed at this point in the workshop.

Room set up: This refers to the way that the tables and chairs are arranged in the space. If you are unable to arrange the room as suggested, you can arrange the room in any way that accommodates the size of the room and is suitable for the activity.

Resources: These are the resources that either the facilitator will need or that the participants will need to complete the activity, including handouts that need to be printed in advance and given to the participants as required, as well as any materials that will be needed.

As a facilitator you will have to make decisions about which activities you will be able to do with the resources that you will have access to as well as the time available. In some circumstances, a variation of the activity is offered that requires fewer resources. The main activity of each module is marked with ***. This is the activity which you should ensure is always completed in its entirety for each module.



ACTIVITY GUIDES

In this section you will find detailed activity guides that explain the process that you should follow to facilitate each of the activities mentioned in the outline of the module. The activities are numbered to correlate to the numbers used in the workshop outlines. There are step by step instructions to guide you through the stages of the activity. Suggested questions or statements are indicated in “inverted commas” in blue. Important information essential to the session is indicated in *italics*.

Some of the activities also have notes which can assist you in thinking about how the activity should be facilitated, something that should be considered or highlighted while facilitating or an alternative way of facilitating the activity.

MODULE ONE: **THE WELCOME APPROACH**





MODULE ONE: THE WELCOME APPROACH

Workshop outline

Goal:

For health care workers to understand why it is important that patients feel welcome and to explore ways of doing so.

Objectives:

- Explore the role HCW can play in patients' engagement.

- Understand how HCW can make patients feel respected and welcome.

Key Message:

We need to ensure that patients feel welcome when they re-engage with the healthcare system to try and prevent them from disengaging again.

Duration	Activity	Set up	Resources
10 mins	Introduction and Check-in Introduce yourself and welcome everyone to the session. Participants all say their name and one thing that they enjoy most about their job.	A large circle or semi circle	Name tags
5 mins	1.2 Creating a group agreement Participants discuss what is necessary to work together and ensure the sessions run smoothly.		Flip chart Markers
5 mins	1.3 Ice breaker – Broken telephone Play broken telephone with the participants	A large circle or semi circle	
20 mins	1.4 Feeling Welcome*** Participants reflect on when they felt welcome and share it with a partner. The group discusses what makes patients feel welcome.	A large circle or semi circle And then in pairs.	Pen Paper Flipchart Paper Markers
20 mins	1.5 The importance of patients feeling welcome Participants discuss and reflect on what happens when patients feel welcome vs when they do not feel welcome. Discuss the connection between respect and feeling welcome.	Four small groups around tables.	Flip chart paper Markers
20 mins	1.6 How I can be more welcoming Participants reflect on what might prevent them from being welcoming and respectful and then come up with ways to address these challenges.	Small groups around tables.	Flip chart paper Markers
10 mins	1.7 Reflection and check out: Participants reflect on the session and each person shares what they will do differently going forward.	A large circle or semi circle	



ACTIVITY GUIDE

Activity 1.1: Introduction and Check in Session One

Objective	Introduce participants to the session and each other.
Time	10 Minutes
Room Set up	Seated in a circle
Materials and advance preparation	Name Tags Post it notes
Process	<ol style="list-style-type: none"> 1. Introduce yourself and welcome everyone to the session. 2. Explain what the session will be covering. 3. Give everyone a name tag or sticker to write their name on, so their names are clearly visible to the group. 4. Ask each person to introduce themselves by saying their name and telling us the one thing that they enjoy most about their job. 5. Once everyone has finished introducing themselves, highlight some of the similarities about the things that people enjoy about their job.

Activity 1.2: Creating a group agreement

Objective	Group agrees on how they will behave while together in the session.
Time	5 minutes
Room Set up	Circle
Materials and advance preparation	Flip chart Markers
Process	<ol style="list-style-type: none"> 1. Ask participants: "What do you think is necessary to ensure that these sessions run smoothly, and everyone is able to leave the room feeling good at the end?" 2. Allow participants to make suggestions at random and write down all the suggestions on a flip chart. 3. Once you have received all the suggestions, go through the list again and ask participants if anyone thinks that they will have difficulty adhering to any of the points. 4. If no one says that they will have difficulty, ask them to say "YES" if they agree to adhere to all of the points in the agreement. If not everyone gives a strong resounding "yes" then ask them to say it again.
Note	<p>Ensure that the following is covered:</p> <p>Time – discuss how long the sessions will be and if you will have breaks etc.</p> <p>Agree on how people will behave such as be respectful, confidentiality, listening to one another and respecting each other's opinions.</p> <p>Language – discuss whether people may speak in their own language and how you will make sure everyone understands what is being said. It is often better to allow people to speak in their own language as it will ensure more participation and perspectives.</p>

Activity 1.3: Broken Telephone

Objective	Participants have fun and relax while focusing and practicing listening skills.
Time	5 minutes
Room Set up	Circle
Materials and advance preparation	None
Process	<ol style="list-style-type: none"> 1. Ask the participants to sit in a circle. Tell them you are going to play “broken telephone”. 2. Explain how the game works. Tell them: “I will whisper something into the ear of the first person and then they will whisper it to the next person and so on and so forth. You cannot repeat yourself, just tell the following person what you heard.” 3. Explain the rules of the game. Tell them: “Everyone must be dead quiet. You may not repeat yourself or ask for clarity, you just have to repeat what you heard”. 4. Whisper a phrase into the ear of the person sitting closest to you. You can choose something that is related to the workshop content or choose something that is fun and silly and makes people laugh. Suggested phrases: “Healthcare workers play an important role in patients engagement.” “I love to swim in the sea when it’s raining.” “South Africa is a beautiful country, with beautiful people.”

Activity 1.4: When I Feel Welcome

Objective	Participants share their own experience of feeling welcome and reflect on what contributed to this.
Time	20 minutes
Room Set up	In a circle to start with then it will change as the activity progresses
Materials and advance preparation	Pen Post it notes Flipchart Markers Stopwatch
Process	<ol style="list-style-type: none"> <p>Ask participants to close their eyes and take a deep breath to relax.</p> <p>Ask them to think back to a moment that they can remember accessing a health care service and they felt very comfortable, respected and welcome.</p> <p>You can say: “remember the health care worker that you engaged with.</p> <p>How did you feel about needing to access health care?</p> <p>How did you feel before the interaction?</p> <p>What was the health care worker doing? What happened immediately after the interaction?</p> <p>Try remember all the details of the interaction”.</p> <p>Ask them to open their eyes.</p> <p>Get participants to pair up with the person sitting next to them.</p> <p>In pairs, get them to share the story with a partner. Each person will get a chance to share for about 3 minutes.</p> <p>Tell them to decide who will go first. You can say: “The first person will share their story and the partner will listen carefully while they are talking. Once they have completed the story the partner should think about a reason (or two) about why the person felt comfortable, respected and welcome. Write the reason down on a post it note.</p> <p>Then the person who was listening will have a chance to speak and the other person should listen and do the same.”</p> <p>Tell them that they will each have three minutes to share and you will let them know when time is up.</p> <p>Say that the first person should start, and time them for three minutes. When time is up tell them to wrap up their story. Give them time for the listener to write on the post it note then tell them to prepare to tell their own story. Give them three minutes to speak and repeat as with the first person.</p> <p>Bring the participants back into one group.</p> <p>Ask them to share the reasons why their partner felt welcome. They shouldn't share all the details, especially not the reason why the person was accessing health care or the service they were receiving. Focus on what the health care worker did to make the person feel welcome.</p> <p>Write all of the actions up on a flip chart as they are mentioned.</p> <p>Once all the list has gone up ask if they can think of any other ways to make patients feel welcome.</p>

Activity 1.5: The Importance of Patients Feeling Welcome

Objective	Participants understand why its important for patients to feel welcome when they are accessing health care.
Time	20 mins
Room Set up	Four small groups around tables.
Materials and advance preparation	Flipchart pages Markers
Process	<ol style="list-style-type: none"> 1. Divide the room into 4 groups. Two groups will answer the question: “What are the consequences when patients do not feel welcome?” Two groups will answer the question: “What are the results when patients feel welcome?” Tell participants that time is limited and they must write as many things as they can. After about 5 minutes, swap the papers so that the groups that were answering “What are the consequences when patients do not feel welcome?” are now answering “What are the results when patients feel welcome?” and vice versa. After another 5 minutes tell them to stop. 2. Get everyone to return their attention to the bigger group. Get each group to share their answers starting with “What are the consequences when patients do not feel welcome?” followed by “What are the results when patients feel welcome?” Ask participants to reflect on what they have shared. And highlight some of the reasons why its important to make people feel welcome. Bring attention to how patients can become disengaged when they do not feel respected.
Notes	<p>Emphasise the time limitation and remind the participants as each minute passes, this will get them to just put their thoughts down rather than spend too much time discussing it, which is what is needed.</p> <p>Do not tell them at the beginning that they will be swapping pages after 5 minutes as it might get them to think ahead. Once the groups swap over, its important that they receive the page that the other team was writing on and that they must just think of things that are not already on the page. This will get them to think a bit deeper than the first thoughts that come to mind.</p>

Activity 1.6: How I Can Be More Welcoming

Objective	Participants think of ways that they will deal with situations and issues that prevent them from being welcoming.
Time	20 minutes
Room Set up	Small groups
Materials and advance preparation	Flipchart pages Markers
Process	<ol style="list-style-type: none"> 1. Get participants into groups of 3 or 4 people. Return everyone's attention to the list of things that make people feel welcome that was created in <i>Activity 1.4: When I feel Welcome</i>. Ask participants to discuss which of these things will be easy for them to do within their own work environment and which will be more difficult. Ask them to discuss why some of these would be more challenging and what could they do to address those challenges. 2. Get participants to return their attention to the large group. Ask people to share what they have discussed about the challenges as well as what they could do to address these challenges and ensure that patients are feeling welcome. Write up the solutions on a flip chart.

Activity 1.7: Reflection and Check Out

Objective	Reflect and deepen learning from the session as well as make commitment to being more welcoming
Time	15 minutes
Room Set up	Circle
Materials and advance preparation	Pens Post it notes
Process	<ol style="list-style-type: none"> 1. Ask the participants to think about what they have realised during the session. Ask them to think about what they have realised about their work as well as about themselves. Ask them to think about one thing that they will do differently going forward, to try and make patients feel more welcome. Ask them to write it down on a piece of post it note. 2. Ask each person to share what they will be doing differently going forward. Go around the circle and give each person a chance to share. Tell them to keep the post it note and use glue to stick it into the inside cover of a note book that they use for work. 3. Thank the participants for their time, their attention and for sharing their thoughts and ideas. Tell participants: "As healthcare workers our behaviour is very important because it can have serious impacts on the lives of our patients. We need to make them feel respected and welcome so that they remain engaged in health care. Hopefully, you now have some tools that will assist you in doing this. More tools will be shared in the upcoming sessions".

MODULE TWO:
**UNDERSTANDING
OUR PATIENTS**





MODULE TWO: UNDERSTANDING OUR PATIENT

Workshop outline

Goal:

To increase compassion and empathy for patients.

Objectives:

- Improve HCW understanding of what might lead patients to disengage.
- Help HCW understand how various factors influence health behaviour.

Key Message:

We should understand that patients have varied and complex experiences that could lead to disengagement from health care. Some of these are external factors and some of these are factors within the health care system.

Duration	Activity	Set up	Resources
10 mins	2.1 Welcome and introduction Introduce yourself and welcome everyone to the session. Ask each person to introduce themselves and tell the group why they chose the job that they are doing. Remind the group about the agreement that was made in the first session.	A large circle or semi circle	Name tags Post it notes
10 mins	2.3 Ice Breaker-Choices Participants make decisions about what to take while under time pressure.	In small groups	List of objects printed out or written up on flip chart
5 mins	2.2 Reflect on previous module Ask Participants what they remember from previous session.	A large circle or semi circle	Flip Chart Markers
20 mins	2.4 Vuyo's story: In her shoes*** Go through Vuyo's story with the group section by section, and ask them to answer questions after each card. Allow the group to discuss and debate their answers.	A large circle or semi circle	Pages with Vuyo's story.
20 mins	2.5 Debriefing Vuyo's story Get participants into small groups and get them to discuss the following questions in their groups. Return to one large group and ask participants to each share one highlight from their discussions.	Small groups	
15 mins	2.6 Reflection on the sessions Participants share with a partner what they have learnt in the session and how it has influenced how they do their job.	A large circle or semi circle	



ACTIVITY GUIDE

Activity 2.1 : Introduction and Check in

Objective	Introduce participants to the session and each other.
Time	10 Minutes
Room Set up	Seated in a circle
Materials and advance preparation	Agreement created in first session.
Process	<ol style="list-style-type: none"> 1. Introduce yourself and welcome everyone to the session. 2. Ask each person to introduce themselves by saying their name and tell the group why they chose the job that they are doing. 3. Remind participants about the agreement that was made regarding how they will be working together.

Activity 2.2: Choices

Objectives	Participants practice group decision making, negotiating and substantiating their reasoning.
Time	10 minutes
Room Set up	Small groups
Materials and advance preparation	List of items written up on a flip chart page or printed out.
Process	<ol style="list-style-type: none"> Get participants into groups of about 4 or 5. Tell participants to “<i>imagine that you are all on an airplane about ten hours away from their destination. The pilot announces that in ten minutes the plane is due to crash on a deserted island. The passengers have 5 minutes to unanimously agree on 3 out of items below to take with them to the island</i>” Items to choose from: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Axe <li style="display: inline-block; width: 45%;">• Flashlight <li style="display: inline-block; width: 45%;">• 5 warm blankets <li style="display: inline-block; width: 45%;">• First Aid box <li style="display: inline-block; width: 45%;">• 5 warm sweaters <li style="display: inline-block; width: 45%;">• Gun with 20 bullets <li style="display: inline-block; width: 45%;">• 12 bottles of water <li style="display: inline-block; width: 45%;">• Transistor radio <li style="display: inline-block; width: 45%;">• A crate with 6 beers <li style="display: inline-block; width: 45%;">• Compass <li style="display: inline-block; width: 45%;">• Box of matches <li style="display: inline-block; width: 45%;">• 25 Magazines <li style="display: inline-block; width: 45%;">• An inflatable lifeboat that can carry 6 people <li style="display: inline-block; width: 45%;">• Sewing kit <p>Allow the participants to discuss what to choose. But remind them of time limit left...count down every passing minute.</p> Once 5 minutes is up ask each group to share the 5 items that they have selected and explain why they selected them. Ask them: “<i>Was everyone satisfied with all the items that were chosen?</i>” And: “<i>How did you make the decisions?</i>” Highlight the difficulty in making decisions as a group and how we all see things from a different perspective and therefore will come up with different suggestions.

Activity 2.3: Reflect on previous module

Objective	Recap the previous module and remind participants about what was covered in the previous session.
Time	5 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Flip Chart Markers
Process	<p>Ask all the participants to think about what they learnt in the previous module.</p> <p>Get each person to write it on a post it note.</p> <p>Take all the post it notes and read through them, while grouping the post it notes together that mention similar things.</p>

Activity 2.4: Vuyo's Story: In Her Shoes

Objective	Increase awareness of what might affect a patient's ability to seek and remain engaged with health care.
Time	20 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Print out of Vuyo's story divided into 8 separate pieces.
Process	<ol style="list-style-type: none"> 1. Tell participants that you are going to go on a journey with Vuyo. Ask the participants for volunteers who are comfortable to read a section of the story. Hand out the cards to each of the volunteers. 2. Ask the participant with card one to read it aloud. After card 1, ask the group: <ul style="list-style-type: none"> • How do you think Vuyo feels when she finds out the news? • What support will Vuyo need? 3. Ask the participant with card two to read it aloud. After card 2, ask the group: <ul style="list-style-type: none"> • What do you think Vuyo's fears are? • How would you approach Vuyo's denial? 4. Ask the participant with card three to read it aloud. After card 3, ask the group: <ul style="list-style-type: none"> • How do you think Vuyo is affected by the side effects? • What are Vuyo's options? 5. Ask the participant with card five to read it aloud. After card 5, ask the group: <ul style="list-style-type: none"> • How would you respond to Vuyo if you were her health care provider? • What could you do to help Vuyo accept her status? 6. Ask the participant with card six to read it aloud. After card 6, ask the group: <ul style="list-style-type: none"> • Do you think that Vuyo's concerns are valid? • What mechanisms are already in place in your clinic that would be able to assist Vuyo? 7. Ask the participant with card seven to read it aloud. After card 7, ask the group: <ul style="list-style-type: none"> • Why do you think Vuyo's values have shifted? • What would you say to Vuyo when she comes into the clinic for the pregnancy test? 8. Ask the participant with card eight to read it aloud. After card 8, ask the group: <ul style="list-style-type: none"> • How do you think health care providers would respond to Vuyo if she tries to re-engage after disengaging? • What could you do as a HCW when Vuyo comes in for treatment? • What do you think Vuyo needs?
Notes	<p>You can print only one copy of the story and hand out each of the sections to the people who will be reading, or you can print out copies for everyone.</p> <p>The questions are there to lead a discussion about the various topics and issues that arise at each point and it is not important to find the right answer to the question. Try and get different people to speak at each point and welcome different opinions about the subject. Highlight the aspect of respecting one another's opinions (which should be part of the agreement).</p>

Activity 2.5: Debriefing Vuyo's Story

Objective	Reflect on Health Care worker's experiences and understanding of their patients.
Time	25 minutes
Room Set up	Small groups
Materials and advance preparation	Markers A3 Pages
Process	<ol style="list-style-type: none"> 1. Get participants into small groups. 2. Ask them to discuss the following questions in their groups. <ul style="list-style-type: none"> Do you ever experience patients like Vuyo in your facilities? What other options could Vuyo have chosen? Why do you think she did not choose those options? What can health care providers do for patients like Vuyo? 3. Return to one large group and ask participants to each share one highlight from their discussions. Tell participants: <ul style="list-style-type: none"> "You are not giving a full review of what was discussed by your group, but each person should share just one point that was interesting or valuable to them from the discussion that the group had".

Activity 2.6: Reflection and Check Out

Objective	Reflect on their learning from the session
Time	15 minutes
Room Set up	Sitting in pairs As a whole group
Materials and advance preparation	Stop watch
Process	<ol style="list-style-type: none"> 1. Ask participant to get into pairs. <ul style="list-style-type: none"> Ask them to share with their partner what they have learnt in the session and how it has influenced how they do their job. Explain that each person will have three minutes to talk while the partner just listens. 2. Then swap roles while the one speaks and the other one listens. 3. Bring everyone together into one big group. Explain that they must think about what they just shared and create one short sentence that summarises what they have just shared. Go around the group and each person will share their one sentence without any response or discussion. 4. Thank them for their time and remind them that: <ul style="list-style-type: none"> "As health care workers we want people to remain engaged in health care. Think about how you can ensure that your patients remain engaged. How can you make people feel respected and more welcome?"

APPENDIX

Vuyo's Story

1. My name is Vuyo. I was born and grew up in Khayelitsha, just outside Cape Town.
In 2015 I was in matric. I was a good student and worked hard at school so that I could have a bright future.

One day in 2015 an NGO come to our school to test us for HIV. Because I want to be a good role model to my friends I agree to get tested.

My test come back positive.

2. I decide that the test must have been faulty, I do not have HIV.

I feel healthy, nothing is wrong with me.

Surely I am too smart to have HIV .

I have always done so well at school.

I am determined to go to university and people who have HIV don't go to university.

I don't take the test result to heart, and decide not go to clinic to start treatment like the nurse said I must.

I carry on with school.

I pass matric with excellent results.

After years of struggling to get funding for tertiary education, I receive a bursary to study at university.

Life goes on.....As more time passes I grow more and more confident that the HIV test was faulty and I do not have HIV.

In my final year at Stellenbosch University, I start experiencing eye problems.

My vision is slowly growing more and more hazy with strange floating spots.

At times my eyes hurt and I struggled to look at bright light.

After trying different eye drops that don't help, I start wondering whether my eye problems are related to my HIV status.

I am scared. I don't want to believe it's the HIV.

If I go to the clinic, they will test me for HIV again and the test will come back positive.

I am afraid but I have no choice...

3. I go to the clinic nearby.

I tell the nurse my story about the HIV test that came back positive.

The nurse at the clinic tests me again, and the test comes back positive.

I am distraught.

I feel better when the nurse reassures me that I will be okay.

The nurse explains what HIV is and that if I can take my anti-retroviral medication, I will feel healthy again, and my eye problems will improve.

And so I start taking ARVs.

I carry on with my studies.

All goes well with the treatment.

After nine months on treatment, I start to experience nightmares....

These can be side effects or it can be bad spirits.

4. I keep taking my meds and the nightmares go away.

A few years pass, and I stay on my HIV treatment.

Life has thrown many challenges my way like having to drop out of university during the ups and downs of starting ARVs and accepting my diagnosis.

Then my mother got sick and I had to drop everything to take care of her.

But I stay optimistic. I am determined to live, and to do that I know I must take my treatment.

In 2011, I meet a man. It is my first date since I started taking treatment for HIV.

When things start getting serious I consider whether to tell him about my HIV status or not. I am nervous.

I love this man so much, but I am scared he will leave her when he finds out.

5. When we eventually move in together, I am forced to take my medication in secret.

I keep my tablets at my mother's home, so every day at around 19h00 I make an excuse to go home to take my medication.

I start taking my tablets late or missing them for some days.

Then my boyfriend starts asking where I go every day. He is jealous. He threatens to kill me and drown or hang himself if I leave him.

I love my boyfriend and want the relationship to work so I stop going home every day. I start losing track of my medication. Sometimes days pass without me taking my ARVs.

6. Then I start missing more than just a few days and by the time my clinic appointment is due for a refill I still have some medication remaining.

I miss my appointment...

Then when the medication runs out, I think about the long line I will have to wait in.

I think about how the staff react and how I will be judged.

I am worried that my neighbours will see me waiting at the clinic and don't know what to say if someone asks me why I am there

I decide that the treatment has already given me problems and going to the clinic for more will only cause more problems.

I decide that I will first tell my boyfriend and then I will start treatment again.

But I don't know how to tell him. I am scared of how he will react, I am worried that he will be very angry that I never told him before. I am worried that he will think that I got it from someone else while I am with him and he will leave me.

So that day doesn't come and I think less and less of the clinic

7. A few years later I find out I am pregnant.

It complicates everything. Now I am bringing a third life into this situation.

I decide I that I have to get my priorities straight.

I want to protect my child from HIV, and to do that I have to take my treatment regularly.

I decide to tell my boyfriend.

I start by trying to get him to talk about HIV but I struggle because he seems to be in denial or have misinformation.

Every time I try to educate him about HIV he dismisses me and says he doesn't want to hear it.

After weeks of trying I am losing the courage to disclose my status to him.

I love my boyfriend and our unborn child.

I feel like I am running out of options.

8. My boyfriend and I eventually breakup because we have drifted apart.

I move back in with my mother.

Life is tough for me after I leave him, having no job and a child to feed but I am determined to make sure my child is HIV negative.

I get enrolled into the PMCT programme and my baby grows up well and is HIV negative.

Life goes on.

My mother has a stroke and it takes more of my time to look after her.

My child is going to school.

I feel like my life is just my mother and my child. I keep taking treatment but I feel angry at how my life is...

On weekends I get my cousin sister to help me look after my mother... we then buy beers and later more of our friends join us.

I get to relax with my friends and taking my ARVs on the weekend is starting to feel like work.

I start forgetting to take my tablets some weekends...

SESSION THREE: **REFLECTING ON VALUES**





MODULE THREE: REFLECTING ON OUR VALUES

Workshop outline

Goal:

Improve understanding of our values, where they come from and how they influence our attitudes and behaviour.

Objectives:

- Get HCW to reflect on what they have in common with others.

- Create a space where HCW can contemplate and acknowledge whether they are really living according to the values that they aspire to.
- Teach HCW how to reflect on their own behaviour in order to make better decisions going forward.

Key Message

We should constantly reflect on our behaviour to improve how we engage with those around us.

Duration	Activity	Set up	Resources
5 mins	3.1 Welcome and introduction Introduce yourself and welcome everyone to the session. Ask participants to introduce themselves and share one thing that they have done well at work in the last few week. Remind participants about the agreement that was made in the first session.	A large circle or semi circle	Name tags
10 mins	3.2 Ice Breaker - Stand if.... Call out various activities that participants may have experienced. If they have experienced it, they should stand up. Debrief the icebreaker and ask participants what they noticed when they were doing the activity.	A large circle or semi circle.	1 copy of the list of activities to be called out.
5 mins	3.3 Reflect on previous module Ask Participants what they remember from previous session.	A large circle or semi circle	Flip Chart Markers
20 mins	3.4 Defining our values Participants discuss what values mean and define their own values.	Sitting at tables	Flipchart Markers Values worksheet
20 mins	3.5 Dealing with a challenging patient In pairs, the participants share experiences where they found it difficult to deal with a patient while at work. They reflect on whether or not their approach was in line with their values.	Sitting in pairs	
25 mins	3.6 Reflecting on challenging incidents*** Share Gibbs Reflection Cycle with the participants. Get them to use the steps of the cycle to reflect on the incident that they previously discussed.	Sitting at tables.	Gibbs reflection cycle handout
5 mins	3.7 Check out Ask participants to say one word that describes how they are feeling as they end the session.	A large circle or semi circle	



ACTIVITY GUIDE

Activity 3.1: Welcome and Introduction

Objective	Participants feel welcomed and start the workshop off with a positive mindset.
Time	10 minutes
Room Set up	Sitting in a large circle
Materials and advance preparation	
Process	<ol style="list-style-type: none">1. Introduce yourself and welcome participants to the session.2. Ask the participants to: “Think about one thing that you feel you did really well at work in the last few weeks that made you feel good about your job.”3. Ask someone to share it with the group and then go around the circle, giving everyone a chance to share.4. Remind participants about the agreement that was made in the first session.

Activity 3.2: Stand if...

Objective	Participants can see what they have in common with other participants.
Time	10 mins
Room Set up	Sitting in a circle
Materials and advance preparation	Print out one copy of the list of activities to read from.
Process	<ol style="list-style-type: none"> 1. Explain to the participants that you will call out a list of activities that participants may have experienced. If they have experienced it, they should stand up. They remain standing for a few seconds and then sit back down once you indicate that they can do so, before the next activity is called out. 2. Go through the following list of activities, giving time for people to stand and notice who else is standing. <ul style="list-style-type: none"> • Stand if you are from South Africa. • Stand if you were born in the Western Cape. • Stand if you ate breakfast this morning. • Stand if you had a good night's sleep. • Stand if you have worked with patients. • Stand if you generally enjoy your job. • Stand if you've ever been a patient yourself. • Stand if you ever you've ever debriefed with a colleague about a difficult patient. • Stand if you've ever been frustrated at work. • Stand if you've shouted at a patient. • Stand if you've ever cried after seeing a difficult patient. • Stand if you've felt you were pushed past breaking point at work. • Stand if you've felt like you've made a difference in a patient's life. • Stand if you ever felt annoyed with a co-worker • Stand if a patient ever lost their temper with you? • Stand if the patient's anger was justified, there was a reason for it? • Stand if you ever felt tired at work? • Stand if you ever took time off on your birthday even if you knew the clinic would be busy? 3. Once you have gone through the list of activities, debrief the exercise by asking participants what they noticed when they were doing the activity. You can ask them: "Were you standing alone or did others join you? Did you notice who you have many things in common with? Sometimes there were many people standing, sometimes only a few". 4. Close off the session by saying: "So, you had some experiences in common with others and sometimes you didn't have experiences in common with others. We do not always know what we have in common with other people."

Notes	<p>You can do a variation of the exercise if you think that participants will tire from standing or if there are participants who are not able to stand. You can have participants raise their hand or place their hands on the table instead of standing.</p> <p>You do not need to ask all of the questions, if your time is very limited you can select the questions which you think will be most interesting for the group.</p>
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Activity 3.3: Reflect on previous module

Objective	Recap the previous module and remind participants about what was covered in the previous session.
Time	5 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	<p>Flip Chart</p> <p>Markers</p>
Process	<p>Ask all the participants to think about what they learnt in the previous module.</p> <p>Go around the room and ask each person just to say one thing that they learnt.</p> <p>Take note and write each point on the flipchart. Do not write something if its already been mentioned.</p>

Activity 3.4: Identifying Our Values

Objective	Participants reflect on the values that are important to them.
Time	15 minutes
Room Set up	Sitting around a table or at smaller tables
Materials and advance preparation	Values worksheet Flipchart Markers
Process	<ol style="list-style-type: none"> 1. Write the word Values on a flip chart. Ask participants to say whatever other words come to mind when they think of 'values'. Write down all the words that they say. 2. Discuss what is meant by 'values'. Explain that <i>"Personal values are the things that are important to us, the characteristics and behaviours that motivate us and guide our decisions"</i> 3. Hand out the Personal Values worksheet. Explain to participants that they should rate their 10 most important values with 1 being the most important. Once they have completed this, ask them to bring their attention back to the big group. 4. Go around the room and ask each participant to share their top three values. When someone shares a value, write it on the flip chart. When it is mentioned by someone else, place a X (or tally) next to the word. 5. Once everyone has shared, note which of the values were identified more frequently. Ask participants: <i>"Why do you think that these are the values which people hold most important?"</i> 6. Ask participants: <i>"Where do you think these values arise from?"</i> Encourage participants to discuss where they got their values from and why they have remained important to them. 7. Ask participants <i>"How do these values influence your behaviour and the decisions that you make?"</i> Discuss what behaviour and decisions are likely to be in line with the values which most people hold important. 8. Ask participants <i>"Do you ever do things that are not in line with your values?"</i> <i>"Do you ever do things that you might disapprove of if other people do them?"</i> Discuss how sometimes we may do things because we are upset or because we are annoyed and how we sometimes behave in ways that are not in line with our values

Activity 3.5: Dealing with challenging patients

Objective	Participants reflect on incidents where they were dealing with a patient that was challenging and they responded in a way that was not in line with their values.	
Time	20 minutes	
Room Set up	Sitting in pairs and then in a large circle.	
Materials and advance preparation	Stop watch.	
Process	<p>1. Ask participants to make pairs. Tell them to:</p> <p>“Think about a patient that you found quite difficult to deal with. Perhaps you struggled to assist them, or there was judgement about their choices or actions.</p> <p>Think about a time that you reacted to such a patient in a way that was not in line with your values.”</p> <p>Each person is going to have a chance to share a story with their partner about the patient that was challenging and you reacted in a way that was not in line with your values, though do not share any personal details of the patient or information that can be identifiable.</p> <p>Share the following information:</p> <p>Their age and their gender.</p> <ul style="list-style-type: none"> • Why was the matter challenging for you to deal with? • What do you know about their socio-economic circumstances? • What do you know about their psychosocial circumstances such as: family dynamics, education, employment, home stability substance use. • What is their health status and what was the reason they were at the clinic? • What do you think the patient’s top 2 values are? • What values do you think the patient lacks? 	<p>Each person will have 3 minutes to share their story. Once three minutes is up they must swap over and the other person will have a chance to share.</p> <p>2. Once each person has shared. Bring the participants back into one large group.</p> <p>Ask the participants: “What were some of the issues that you found hard to deal with?”</p> <p>They might mention some of these:</p> <ul style="list-style-type: none"> • <i>Defensiveness</i> • <i>Lateness</i> • <i>Previous loss to follow up</i> • <i>Consistent High viral load</i> • <i>Smells of alcohol</i> <p>3. Ask them: “How do you think negative responses will affect the patient’s action in the moment or in the future?”</p> <p>Take the suggestions from the group and then add some suggestions from this list if they have not been mentioned.</p> <ul style="list-style-type: none"> • <i>Patients might become defensive</i> • <i>Passive aggressive</i> • <i>May avoid coming back to the clinic</i> • <i>Pretend to take treatment</i> • <i>Feel shame</i> • <i>Low self esteem</i> <p>4. Ask the participants: “How do you feel after you respond to challenging patients in a manner that is not in line with your values?”</p>

Activity 3.6: Reflecting on Challenging incidents using Gibbs Reflective Cycle

Objective	Participants know how to reflect on their behaviour in order to make different choices in the future.
Time	25 minutes
Room Set up	Sitting in a semi circle, then in pairs and returning to the large circle.
Materials and advance preparation	Gibbs Reflection Cycle handout
Process	<ol style="list-style-type: none"> Hand out the page with Gibbs Reflective Cycle on it. Explain each of the steps of the cycle. Description - What happened? Feelings - What did you think and feel about it? Evaluation - What were the positives and negatives? Analysis - What sense can you make of it? Conclusion - What else could you have done? Action Plan - What will you do next time? It is a 'cycle' because the action you take in the final stage will feed back into the first stage, beginning the process again. Ask participants to get back into their pairs but this time they will think about the incident again and go through the stages of Gibbs Reflective Cycle to reflect on the incident: This is a 6-step process to help them think about something that happened and to consider what to do next time. Ask them to share the answers to each question with their partner. The partner should try to just listen and not interrupt or ask any questions until they have completed. Once they have finished answering all the questions, the partner will go through each question regarding their incident. Bring the participants back into a large group. Ask them: "Has anyone thought of something that they would do differently when they have a similar experience?"
Notes	<p>The reflection cycle is a guide that helps people to think about a situation from a more objective point of view and perhaps be aware of things that they were not previously aware of. Some of the questions might be easier to answer than others and so people might spend longer on some sections and shorter on others. Keep track of time and ask them to swap over half way, leaving time to still have a short discussion in the plenary.</p> <p>You do not need to have everyone speak during the plenary.</p>

Activity 3.7: Closing and check out

Objective	Reflect on workshop and deepen learning.
Time	5 mins
Room Set up	A large circle
Materials and advance preparation	
Process	<ol style="list-style-type: none">1. Ask participants to say one word that describes how they are feeling as they end the session. Go around and give each person a chance to say their word.2. Tell participants: "We should constantly reflect on our behaviour to try and improve how we engage with those around us".

APPENDIX

Values Clarification

Your values are the beliefs that define what is most important to you. They guide each of your choices in life. For example, someone who values family might try to spend extra time at home, while someone who values success in their career may do just the opposite. Understanding your values will help you recognize areas of your life need more attention, and what to prioritize in the future.

Select the 10 most important items from the following list. Rank them from 1-10 with "1" being the most important item.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Love | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Wealth | <input type="checkbox"/> Humor |
| <input type="checkbox"/> Family | <input type="checkbox"/> Loyalty |
| <input type="checkbox"/> Morals | <input type="checkbox"/> Reason |
| <input type="checkbox"/> Success | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Knowledge | <input type="checkbox"/> Achievement |
| <input type="checkbox"/> Power | <input type="checkbox"/> Beauty |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Free Time | <input type="checkbox"/> Respect |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Peace |
| <input type="checkbox"/> Variety | <input type="checkbox"/> Stability |
| <input type="checkbox"/> Calmness | <input type="checkbox"/> Wisdom |
| <input type="checkbox"/> Freedom | <input type="checkbox"/> Fairness |
| <input type="checkbox"/> Fun | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Recognition | <input type="checkbox"/> Relaxation |
| <input type="checkbox"/> Nature | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Popularity | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> _____ |

Gibbs Reflective Cycle



SESSION FOUR: **COPING WITH STRESSORS**





MODULE FOUR: COPING WITH STRESSORS

Workshop outline

Goal:

Improve self-awareness, self-management and impulse control and increase mindfulness.

Objectives:

- Provide HCW with tools to recognize when they are reaching their “tipping point” and preemptively act to center themselves and manage their emotions and behaviour.

- Discuss disengagement from a personal point of view especially in the work context.
- Create a space for HCW to practice different stress management skills.

Key message:

If we remain self-aware, we will be able to recognise when we are starting to reach our tipping point and we can do something about it before it happens.

Duration	Activity	Set up	Resources
15 mins	4.1 Welcome and introduction Welcome participants to the session. Participants introduce themselves and share something that they enjoyed at work in the last week.	A large circle or semi circle	Name tags Post-it notes
10 mins	4.2 Reflect on previous module Ask Participants what they remember from previous session.	A large circle or semi circle	Flip Chart Markers
30 mins	4.3 Reaching the tipping point*** Participants play Jenga while sharing how challenging situations make them feel and react. Debrief and discuss the activity.	A table with participants seated around it.	Jenga/Building blocks with challenges written on them Flip Chart paper with 3 columns: Feeling/body part/action.
10 mins	4.4 Relaxing with the breath Take participants through a short meditation and discuss the benefits.	A large circle or semi circle	
20 mins	4.5 Dealing with stressors In small groups, participants share how they deal with stressful situations. They then share these tips with the bigger group.	Small groups with a table	Flip chart Markers
5 mins	4.6 Check out and closing Ask them to summarise these thoughts and feelings into 3 words.		



ACTIVITY GUIDE


Activity 4.1: Welcome and Introduction

Objective	Participants feel welcome and reflect on a positive aspect of their work
Time	15 minutes
Room Set up	Sitting in a large circle
Materials and advance preparation	Name badges
Process	<ol style="list-style-type: none"> 1. Introduce yourself and welcome everyone to the session. 2. Ask each person to introduce themselves by saying their name and telling us the one thing that they enjoyed most about doing their job in the last week. 3. Remind participants about the agreement that was made in the first session.

Activity 4.2: Reflect on previous module

Objective	Recap the previous module and remind participants about what was covered in the previous session.
Time	10 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Flip Chart Markers
Process	<p>Ask all the participants to think about what they learnt in the previous 3 modules.</p> <p>Ask them to get into pairs with the person sitting next to them.</p> <p>Give them 5 minutes to quickly share with their partner what they remember.</p> <p>Go around the room and ask them to share with the group. Ask them to try and say something that hasn't been discussed yet.</p>

Activity 4.3: The tipping point

Objective	Participants understand how stressors effect how they feel and how they respond to situations, as well as how these stressors can be compounded.
Time	30 mins
Room Set up	A table in the centre of the venue with enough space around it so that all the participants can gather around the table.
Materials and advance preparation	Jenga/Building blocks Slips of paper with problems written on them (stuck to each Jenga block). Flip Chart paper with 3 columns: Feeling/body part/action Markers
Process	<ol style="list-style-type: none"> 1. Divide participants into groups, depending on how many sets of Jenga you may have as well as the number of participants. If the group is small enough you may just have one group. Set up a tower of Jenga blocks in the centre of the table or tables. See the image below: <div style="text-align: center;">  </div> 2. Explain to the participants what they will have to do: "Each person gets a chance to take out a block from the tower. Though you may not select a block from the top layer. Once you have selected a block, read what it says and place it back onto the top of the tower" 3. Once the game has begun and someone has selected a block, Ask the participant: "What feeling do you associate with this problem?" or "How do you usually feel when this happens to you?" Give them a chance to answer. <ul style="list-style-type: none"> • Ask them to Identify where they locate the feeling in their body. • Ask them to describe the physical feeling. Ask the participants: "How do you usually react when you feel this way?" When participants answer the question. Capture the feeling, the body part and the reaction on the flip chart. 4. Continue the game until the Jenga falls over or breaks (Reaches the tipping point) 5. Bring the participants' attention back to the whole group and debrief what they have just done. Ask participants to consider what problem caused the tower to eventually collapse. Ask "How significant was this incident?" Discuss how it was a combination of all the issues that caused the tower to collapse. Reflect on how this might look in the clinic/hospital/health care facility, 6. Ask the participants to list the things that happen when people have reached their tipping point. Ask them 'What happens when you have been trying to keep it together and the last little problem sends you over the edge?'

	<p><i>If the participants do not raise these issues, then you can ask them if they ever experience any of the following:</i></p> <ul style="list-style-type: none"> • <i>Raising your voice at a patient/colleague</i> • <i>Being irritable, short tempered</i> • <i>Making someone wait</i> • <i>Passive/ silent treatment</i> • <i>Passive aggressive</i> <p>7. Ask participants how they feel after they have done any of these things. Highlight how these things are not only unpleasant for people around us, but also often leave us feeling unhappy.</p> <p>Tell the participants: “If you constantly fall apart and nothing is done to manage the feelings/emotions and avoid the situations, you can become overwhelmed and reach a stage where you step away or avoid or leave the situation completely We refer to this as disengagement... or disengaging”</p> <p>8. Ask participants to share what they think disengagement from work may look like. You could ask: “What actions would show that someone is disengaging?”</p> <p><i>Disengaging from work can look like:</i></p> <ul style="list-style-type: none"> • <i>Waking up and not wanting to go to work</i> • <i>Having a heavy feeling in your chest thinking of it</i> • <i>Being sick/absent from work frequently</i> • <i>Apathy or not feeling (no joy or even anger) – someone tells you something terrible or sad and your response is...bad things happen let’s move on...</i> • <i>Not participating in staff activities</i> • <i>Resigning</i>
<p>Notes</p>	<p>This variation can be done if you do not have the Jenga blocks: You will need a large number of boxes of a similar size.</p> <ol style="list-style-type: none"> 1. Put all of the slips of paper, with the problems written on them, into a bowl. Pass the bowl to the first person. The first person selects a piece of paper out of the bowl and reads out the problem. Ask the participant: “What feeling do you associate with this problem?” or “How do you usually feel when this happens to you?” Give them a chance to answer. Ask them to identify where they locate the feeling in their body. Ask them to try and describe the physical feeling. Ask the participants: “How do you usually react when you feel this way?” When participants answer the question. Capture the feeling, the body part and the reaction on the flip chart. Ask the participants to take the slip of paper and stick it to a box. 2. Each person has a chance to take a slip of paper and complete the process as in step 1. Once they are done they must place their box on top of the previous persons box. 3. Go around the group until the tower of boxes falls over. If it happens very quickly you can start over to ensure that more people have a chance to share.

Activity 4.4: Relaxing with the Breath

Objectives	Participants understand how they can use their breath to calm down and regulate emotions.
Time	10 mins
Room Set up	Sitting in circle
Materials and advance preparation	
Process	<ol style="list-style-type: none"> 1. Ask participants to close their eyes, or to lower their eyes and not focus on anything if they are not comfortable closing their eyes. 2. Use this script to take them through a short meditation: <p>“Pay attention to how you are feeling at this point.”</p> <p>Pay attention to the emotions you feel. Pay attention to how your body is feeling. Are there any parts of your body that are tense or uncomfortable?</p> <p>Pay attention to your breath as it goes in and out of your nose.</p> <p>With each out breath, feel the tension release from each part of your body.</p> <p>Breath in for the count of 4.</p> <p>Hold the breath for a count of 4.</p> <p>Breath out for a count of 6.</p> <p><Repeat></p> <p>Notice how your body is relaxing.</p> <p>“Allow the breath to return to normal and open your eyes when you are ready”.</p> 3. Ask participants how this made them feel. Discuss how the breath can be used to relax the body. Explain that a longer slower out breath helps the body relax and when we are relaxed, we are usually in a better state of mind. 4. Suggest that participants try to do this exercise when they are feeling tension and experiencing challenges during the day.
Notes	<p>Try speak slowly and use a softer, lower voice while you are doing this activity as it will help the participants relax.</p> <p>Some people may be a bit uncomfortable doing this activity as they are not used to meditation and this might cause you to try and rush it but rather take your time and allow them to experience it.</p>

Activity 4.5: Dealing with Stressors

Objectives	Participants share ways that they deal with stressors.
Time	20 mins
Room Set up	Sitting in small groups with a table.
Materials and advance preparation	Flip chart Markers
Process	<ol style="list-style-type: none"> 1. Get participants into small groups of about 4 or 5. 2. Ask the participants to “<i>think of things that you do when you are faced with a stressful situation that helps you to cope with it</i>”. Ask them to think of things that they might do in the situation to cope with it in a productive way. Get them to share these things with each other in the group and ask someone in the group to take notes. 3. Bring the participants attention back to the large group. Ask each person to share one thing that someone in the group shared that seems like it will be effective and that they want to try. Go around the room and try and give everyone a chance to share something. 4. Once you have heard from everyone, ask the participants if there is anything on their lists that they think would be an effective way to deal with stress that has not been shared yet.

Activity 4.6: Check Out and Closing

Objectives	Participants reflect on the session and what they will take away.
Time	5 mins
Room Set up	Sitting in a large circle
Materials and advance preparation	
Process	<ol style="list-style-type: none"> 1. Ask participants to close their eyes and think about what they have realised in this session. Ask them to summarise these thoughts and feelings into 3 words. 2. Go around the circle and ask them to each share their 3 words. 3. Thank them for sharing and ask them to pay attention to their thoughts and their feelings as they continue over the next week or month (depending on when you might see them again). Ask them to notice when they are having feelings of disengagement and how this might affect their work. 4. Tell them in the next session you will be learning some techniques to cope with these things. 5. Tell them: “Remember that if we remain self-aware, we will be able to recognise when we are starting to reach the tipping point and we can do something about it before it happens”.

APPENDIX

Problem statements

1. On a diet and picked up weight
2. Headache that won't go away
3. Someone did not flush the toilet
4. Wardrobe full but nothing to wear
5. Someone ate my secret chocolate stash
6. No WIFI
7. Load shedding – No electricity
8. Being left on hold when calling a company
9. No coffee in the tin
10. Someone took your lunch from the fridge
11. Coffee went cold
12. Another car bumped into your car
13. Sore stiff neck
14. No one replaced the toilet paper
15. Chronic back pain
16. Sick husband
17. Sick child at home
18. Sick elderly parent that goes into emergency room
19. Bills
20. Partner forgets anniversary
21. Flat tire
22. Hear gossip about yourself
23. No water for shower/coffee at home
24. Family borrow money and you know you won't get it back
25. Child suspended from School
26. Child not doing well in school
27. Kettle broke
28. Argue with partner
29. Lack of sleep
30. Call from unknown number
31. Public transport is late
32. Waiting to log into an account
33. Bank cards lost
34. Wallet stolen
35. House alarm goes off
36. School calls child is sick
37. Partner not answering his/her phone
38. Stuck in traffic on the way to work

SESSION FIVE:
**BUILDING A
BALANCED LIFE**





MODULE FIVE: BUILDING A BALANCED LIFE

Workshop outline

Goal:

Participants are aware of how they could live a more balanced lifestyle and care for themselves better.

Objectives:

- Get HCW to reflect on their lifestyles.
- Discuss strategies to ensure that HCW are taking care of their mental health and well-being.

Key Message:

We need to care for ourselves in order to be able to provide care for others.

Duration	Activity	Set up	Resources
10 mins	5.1 Welcome and introduction Introduce yourself and welcome everyone to the session. Ask each person to think about something that makes them happy and share it when they are checking in.	A large circle or semi circle	Name tags Post it notes
10 mins	5.3 Ice breaker – Would you rather Participants choose which of the options they would rather do.	A large circle or semi circle	Post it notes
5 mins	5.2 Reflect on previous module Ask participants what they remember from previous session.	A large circle or semi circle	Flip Chart Markers
20 mins	5.4 Assessing our Life Balance*** Participants complete the life balance wheel worksheet and reflect on which aspects need to be worked on.	Sitting at tables	Life Balance Wheel
15 mins	5.5 Finding balance Participants think of strategies for living a more balanced life.	Sitting in pairs	Life Balance Wheel completed in previous activity
15 mins	5.6 Stress relief Participants discuss and share ways to deal with stress.	A large circle	Flip chart Markers Pens Paper
15 mins	5.7 Check out and closing Ask participants to share what is the one most valuable thing that they have learnt during these last 5 sessions. Remind them that “we need to care for ourselves in order to be able to provide care for others”.	A large circle	



ACTIVITY GUIDE

Activity 5.1: Welcome and Introduction

Objectives	Participants feel welcome and reflect on what makes them happy
Time	10 minutes
Room Set up	Sitting in a large circle
Materials and advance preparation	Name badges Post-it notes
Process	<ol style="list-style-type: none"> 1. Introduce yourself and welcome everyone to the session. 2. Give everyone a name tag or sticker to write their name on, so their names are clearly visible to the group. 3. Give each participant a post-it note. Ask them to “Think about something that makes you happy and write it onto the post -it note”. 4. Ask each person to introduce themselves by saying their name and telling us the one thing that makes them happy. 5. Write “What makes us happy” in large letters on a flipchart page. Take the post-it note from each person when they introduce themselves and stick it onto the flip chart page. 6. Once everyone has finished introducing themselves, highlight some of the similarities in what makes people happy.

Activity 5.2: Would You Rather?

Objectives	Participants get to know one another better and feel comfortable sharing personal information
Time	10 mins
Room Set up	Everyone standing
Materials and advance preparation	Post it notes
Process	<ol style="list-style-type: none"> 1. Explain to the participants that you are going to play a game and they will have to choose between two options. Tell them “You will have to choose which option you would rather do or which situation you would prefer”. 2. Explain that they will show which option that they are choosing by going to stand on the side of the room that represents that option. Show them where the two sides are. 3. Read the following statements: <ul style="list-style-type: none"> • Would you rather: • Go out with friends or stay at home? • Read a book or watch a movie? • Be in a place that is very hot or a place that is very cold? • Earn double the money for the same amount of work or earn the same money but only work one day a week? • Be able to read people’s minds or be invisible? • Get new clothes or buy a new appliance for your house? 4. After reading each statement, give people time to make their choice but also try get people to do it quickly. 5. Once people are in place you can ask one or two people to explain why they made this choice. Each time choose different people to talk.
Notes	<p>If you don’t have the space to do this activity by moving around, or you can tell that participants are not comfortable, you can do it with post it notes or by raising hands.</p> <p>Post it notes: Give everyone two different colour post it notes and when you ask them the question, you give each option a colour relating to the post it notes.</p> <p>Raising hands: Ask people to raise their right hand if you would... and raise their left hand if you would.... This one is the least effective as it is not very visually clear.</p>

Activity 5.3: Reflect on previous module

Objective	Recap the previous module and remind participants about what was covered in the previous session.
Time	5 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Flip Chart Markers
Process	<p>Ask all the participants to think about what they learnt in the previous module.</p> <p>Ask who would like to share what they remember.</p> <p>Allow anyone to speak and in no particular order.</p> <p>Make notes on the flipchart about what they share.</p> <p>Remind them of the key message of the previous workshop</p>

Activity 5.4: Assessing our Life Balance using the Life Balance Wheel

Objectives	Participants reflect on their life and consider which aspects they might need to work on for it to be more balanced.
Time	20 minutes
Room Set up	Sitting in a large circle
Materials and advance preparation	Life Balance Wheel worksheets Flipchart Markers Speaker (optional)
Process	<p>1. Set up a Flip Chart with all these words written on it:</p> <p>Spirituality, Health, Work, Social, Development, Recreation, Family and Life Planning.</p> <p>Say: "Our lives are made up of many different aspects, different pieces of our life which often overlap, and all come together to create your experience of your life on a daily, weekly and monthly basis".</p> <p>Ask participants what the first words are that come to mind when you think about each aspect of your life:</p> <p>2. Allow participants to make suggestions and add in some of your own if you think that they have left out anything important.</p> <ul style="list-style-type: none"> • Spiritual life – church, faith, ancestors, at peace • Health – not sick, taking meds, fitness, food, stress • Work – Career, colleagues, workplace skills • Social – Friends, community, environment • Development – Learning, motivation, self esteem • Recreation – Cultural activities, sports, holidays, traveling, fun • Family – Parents, children, spouse, relatives • Life Planning – Financial, time management, pension, medical aid, goals <p>3. Hand out the Life Balance Wheel worksheet and take participants through each step. Explain one step at a time.</p> <p>Say: "Start at any section of the wheel. Then go clockwise around the wheel and at each point ask yourself the following questions:</p> <p>How satisfied are you with this part of your life?</p> <p>Are the activities which you are doing now in this part fulfilling?</p> <p>Rank this aspect between 1 and 10.</p> <p>10 means you feel fulfilled and very satisfied with this part of your life and is marked on the outside of the wheel.</p>

	<p>1 means you can't see any fulfillment coming at present from this part of your life and is marked on the inside of the wheel.</p> <p>Most people will have a mark somewhere in between these two.</p> <p>Go through all the 'spokes' and take your time.</p> <p>Once you have completed all of the sections draw a line from one mark to the next."</p> <p>You can start playing the music once they start working on their wheel. You may need to move around the room and explain to some of the participants individually what to do at this point.</p> <p>4. Once they have completed the task tell them to look at their page and tell them, "this is your life's wheel"</p> <p>Say: "In order to find satisfaction in our lives we need all areas of our lives to be balanced. Especially if the activities we are engaged in do not allow us to live out our values and beliefs. Look at your wheel and see if it would drive smoothly or if it would have difficulty moving forward?"</p> <p>5. Give them a moment to look at their wheel in silence and reflect on what they observe.</p>
<p>Notes</p>	<p>Apart from the introduction, most of this activity is done in silence on their own. Playing some gentle music can help people focus and create a relaxing environment.</p>

Activity 5.5: Finding Balance

Objectives	Participants reflect on which aspects of their lives need attention and think of ways to create a more balanced life.
Time	15 minutes
Room Set up	Sitting at tables and then in pairs.
Materials and advance preparation	The life balance wheel completed in 5.3 Stop watch Paper Pens
Process	<ol style="list-style-type: none"> 1. Ask participants to look at the wheel and think about which part of their life needs to be looked at first to “reduce the wobble”. This means that they need to focus on the aspects which they have given a low score. Ask them “How much energy do you think it will require to create more balance in this area of your life?” Are you willing to put in that amount of energy”. 2. Ask the participants to go through each aspect and ask think about: “What could you do to become more fulfilled and satisfied with this aspect?” What stops you from doing these things?” Give them a moment to look over their wheel again with these questions in mind. 3. Ask participants to get into pairs. Each person will have a chance to share their wheel with their partner as well as their thoughts on what they could do to balance the wheel. They will speak for three minutes about the wheel. The partner should listen attentively to them and once they have finished sharing they will have two minutes to ask any questions, as well as offer any of their own thoughts on what could be done. Once the first person has done sharing, then the person who was listening will share their wheel.
Notes	<p>This activity could involve people sharing information that is very personal. Highlight the importance of confidentiality (which should be part of the agreement). Also let participants know that they should only share what they feel comfortable sharing.</p> <p>It is good to be aware of counsellors or other support services that are available as this exercise might bring up some difficult emotions for some people. They should be referred to someone who can assist them.</p>

Activity 5.6: Stress Relief

Objectives	Participants share strategies for relieving stress.
Time	15 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Flip Chart Markers
Process	<ol style="list-style-type: none"> 1. Say to participants: "Being a health worker can be very stressful. We have shared some of the challenges that you face at work as well as at home in the last few sessions. It is important that we are doing things to get rid of this stress otherwise it will pile up and cause health problems." Ask them to think about things that they do to relieve stress. Say: "In the last session we talked about how to deal with stressful situations in the moment. Today we are going to think about things that we can do regularly to help release stress". 2. Ask participants to share things that they do to relieve stress and write them all up on a flip chart. <ul style="list-style-type: none"> • The list may include the following. • Exercise • Reading • Watching tv series or movies • Spending time with friends and family • Going out • Yoga • Meditation • Sleeping • Talking about challenges with friends • Speaking to a counsellor • Cooking • Cleaning the house • Going shopping 3. Emphasise the importance of exercise as well as doing the things that you enjoy and make you happy. Say "We all have different interests and enjoy different things and therefore we will find different ways to relieve stress and relax. Some people enjoy going for a jog, while others will enjoy a leisurely walk. Some people enjoy being at a party with lots of people while others will enjoy spending time alone. We need to think about the things that we enjoy and what makes us happy, though sometimes we might get stuck with an idea of what we enjoy so it's also good to try new things." 4. Once you have completed the list, get the participants to create a list of 5 things that they should do more of and 5 things that they should do less of. Give them time to create the list. 5. Ask them "Is there anyone who could help you to work on these things? Is there anyone who could share these plans with so they can remind you and keep you on track? It can be a partner, a relative or a close friend" 6. Ask them to write down the name of this person. Then take a picture of the list that they just wrote and send it to that person with a short message asking them to assist in whatever way they can.

Activity 5.7: Check out and Closing

Objectives	Participants reflect on the entire series of workshops and share what they will be taking away with them.
Time	15 mins
Room Set up	Sitting in a circle
Materials and advance preparation	
Process	<ol style="list-style-type: none"> 1. Ask participants to “Think about the last five sessions that we have had together. Think about one thing that you found most valuable about these sessions and tell us what it is, how you will use it and what difference you will expect it to make in how you engage with patients. This could be something that you have realised about the work that you do, it could be some new knowledge or skill that you have learnt or it could be something that you discovered about yourself.” 2. Take a moment for people to reflect and think in silence. 3. Ask who would like to go first and once they have finished, go around the room and give each participant an opportunity to share. 4. At the end tell participants: “As healthcare workers our behaviour is very important because it can have serious impact on the lives of our patients. We need to try and always ensure that we make them feel respected and welcome so that they remain engaged in health care. Sometimes there are stressors that prevent us from being true to our values and cause us to behave in ways that are not intentional. We need to try and minimise the effect of these stressors as well as ensure that we are taking care of ourselves as in order for us to provide good care to others, we need to care for ourselves first. Hopefully you now have some tools that will assist you in doing this” 5. Thank them for their time and their contributions.

APPENDIX

Life Balance Wheel

Welcome to the life balance wheel exercise.

This little exercise can help you to identify whether or not you live a balanced life.

When going through it you should take 'quality time' and not try to rush through it under time pressure.

How does it work:

The next page shows you a "wheel" segmented with 'spokes'. Each spoke is headlined with a aspect of life. Next to it you see descriptors for this aspect of your life.

Start some where on one of the spokes. Then go clock- or anticlockwise

Ask yourself the following questions:

How satisfied are you with this part of your life?

Are the activities which you are doing now in this part fulfilling?

Rank this aspect between 1 and 10.

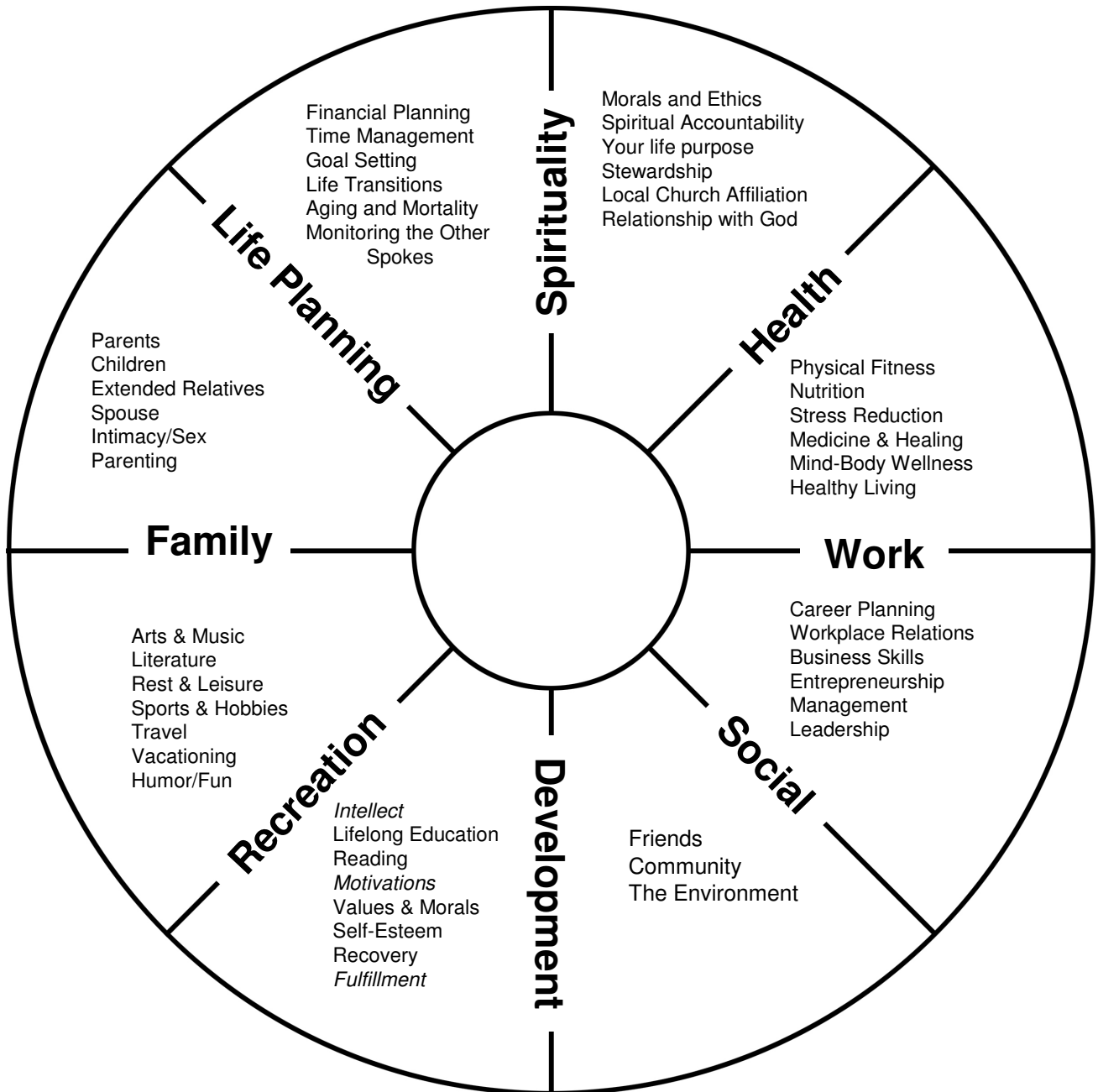
10 means your feel fulfilled and very satisfied with this part of your life.

1 means you can't see any fulfillment coming at present from this part of your life.

Go through all the 'spokes' and take your time.

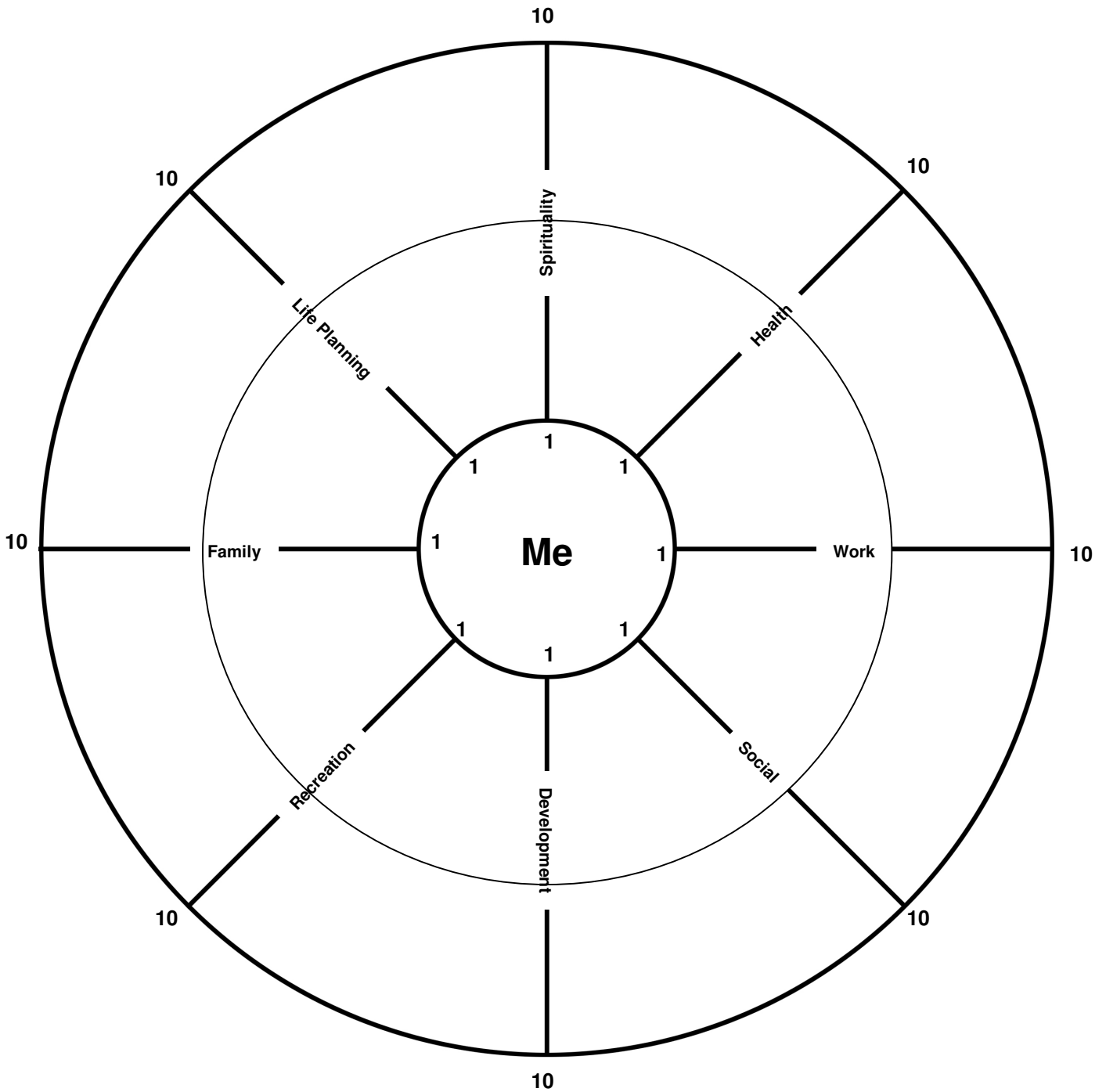
Mark all your scores in the wheel.

Life Balance Wheel



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Life Balance Wheel



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Life Balance Wheel, next steps

- **How does it look?**
- **Think of a bike this wheel would be mounted in.**
How would a ride be on this bike? Wobbly?
- **Which of the “spoke needs to be looked after first to reduce the wobble?**
- **Now think about this part of your life:** How much energy are you prepared (1(none) to 10 (at lot)) put into changing the situation ? If below 5 move on to the next “spoke”
- **If you want to invest more that 5 ask yourself:**

What could you do to become more fulfilled and satisfied with it?

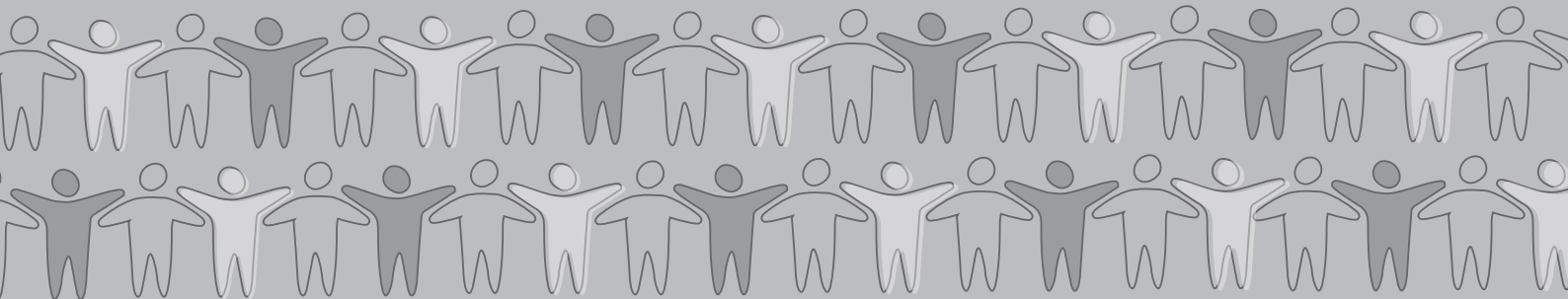
What stops you of implementing the idea?

Who could help you to find ways of make it work or create other options?

Who could remind you to keep you on track?

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APPENDICES





APPENDIX 1 - ALTERNATIVE PROGRAM ALL IN ONE DAY

Modules combined into one session: The Welcome Approach

This program was designed as 5 workshops, each lasting 90 minutes. However it can also be conducted as a single workshop in one day (7 hours). Below is a suggested program for this.

Goals:

Health care workers understand why it is important that patients feel welcome and explore ways of doing so.

Health care workers are more self-aware and know how to deal with stressors and live a balanced life.

Objectives:

- HCW understand what leads to patients disengagement.

- Explore the role HCW can play in patients' engagement by making patients feel respected and welcome.
- Provide HCW with tools to recognise when they are reaching their tipping point, and are able to preemptively act to centre themselves and manage their emotions and behaviour.
- Get HCW to reflect on their own behaviour in order to live according to their values.
- Get HCW to reflect on their lifestyles and think of ways that they could live a more balanced life.
- Get HCW to practice different stress management skills.

Key Message:

We need to ensure that patients feel welcome when they re-engage with the health care system so that they do not disengage again. In order to do this we need to understand their needs as well as our own needs so that we can manage our emotions and behaviour in a more productive way.

Duration	Activity	Set up	Resources
10 mins	Introduction and Check-in Introduce yourself and welcome everyone to the session. Participants all say their name and one thing that they enjoy most about their job.	A large circle or semi circle	Name tags
5 mins	1.2 Creating a group agreement Participants discuss what is necessary to work together and ensure the sessions run smoothly.	A large circle or semi circle	Flip chart Markers
5 mins	3.2 Ice breaker – Stand if..... Call out a various activities that participants may have experienced. If they have experienced it, they should stand up. Debrief the icebreaker and ask participants what they noticed when they were doing the activity.	A large circle or semi circle	List of activities to read from

20 mins	1.4 Feeling Welcome*** Participants reflect on when they felt welcome and share it with a partner. The group discusses what makes patients feel welcome.	A large circle or semi circle And then in pairs.	Pen Paper Flipchart Paper Markers
20 mins	1.5 The importance of patients feeling welcome Participants discuss and reflect on what happens when patients feel welcome vs when they do not feel welcome. Discuss the connection between respect and feeling welcome.	Four small groups around tables.	Flip chart paper Markers
20 mins	1.6 How I can be more welcoming Participants reflect on what might prevent them from being welcoming and respectful and then come up with ways to address these challenges.	Small groups around tables.	Flip chart paper Markers
BREAK			
5 mins	1.3 Ice breaker – Broken telephone Play broken telephone with the participants	A large circle or semi circle	
25 mins	2.4 In Vuyo's shoes: In her shoes*** Go through Vuyo's story with the group section by section, and ask them to answer questions after each card. Allow the group to discuss and debate their answers.	A large circle or semi circle	Pages with Vuyo's story.
25 mins	2.5 Debriefing Vuyo's story Get participants into small groups and get them to discuss the following questions in their groups. Return to one large group and ask participants to each share one highlight from their discussions.	Small groups	
20 mins	3.4 Defining our values Participants discuss what values mean and define their own values.	Sitting at tables	Flipchart Markers Values worksheet
20 mins	3.5 Dealing with a challenging patient In pairs, the participants share experiences where they found it difficult to deal with a patient while at work. They reflect on whether or not their approach was in line with their values.	Sitting in pairs	
25 mins	3.6 Reflecting on challenging incidents*** Share Gibbs Reflection Cycle with the participants. Get them to use the steps of the cycle to reflect on the incident that they previously discussed.	Sitting at tables.	Gibbs reflection cycle handout
BREAK			
10 mins	4.1 What makes us happy Participants share what makes them happy and this is put up on a happy wall.		

35 mins	<p>4.3 Reaching the tipping point***</p> <p>Participants play Jenga while sharing how challenging situations make them feel and react.</p> <p>Debrief and discuss the activity.</p>	A table with participants seated around it.	<p>Jenga/Building blocks with challenges written on them</p> <p>Flip Chart paper with 3 columns:</p> <p>Feeling/body part/action.</p>
10 mins	<p>4.4 Relaxing with the breath</p> <p>Take participants through a short meditation and discuss the benefits.</p>	A large circle or semi circle	
20 mins	<p>4.5 Dealing with stressors</p> <p>In small groups, participants share how they deal with stressful situations. They then share these tips with the bigger group.</p>	Small groups with a table	<p>Flip chart</p> <p>Markers</p>
20 mins	<p>5.4 Assessing our Life Balance***</p> <p>Participants complete the life balance wheel worksheet and reflect on which aspects need to be worked on.</p>	Sitting at tables	Life Balance Wheel
15 mins	<p>5.5 Finding balance</p> <p>Participants think of strategies for living a more balanced life.</p>	Sitting in pairs	Life Balance Wheel completed in previous activity
15 mins	<p>5.6 Stress relief</p> <p>Participants discuss and share ways to deal with stress.</p>	A large circle	<p>Flip chart</p> <p>Markers</p> <p>Pens</p> <p>Paper</p>
15 mins	<p>5.7 Check out and closing</p> <p>Ask participants to share what is the one most valuable thing that they have learnt during this workshop</p> <p>Remind them that “we need to care for ourselves in order to be able to provide care for others”.</p>	A large circle	



APPENDIX 2 - FOLLOW UP SESSION

Reflecting on the Training

This is a follow up workshop - designed to be conducted 6 months after the initial workshop.

Goal:

Health care workers are able to reflect on the training to establish how it has affected the way that they treat patients.

Objectives:

- Participants remind one another about the learning that took place.
- Participants reflect on and acknowledge the changes that have taken place in the way they deal with stressors since participating in the workshops.
- Participants share if there have been any changes in the way that they engage with patients since participating in the workshops.

Duration	Process	Set up	Resources
5 mins	<p>6.1 Introduction and Check-in.</p> <p>Introduce yourself and welcome everyone to the session.</p> <p>Everyone says their name, their role and what they like most about their job.</p>	A large circle or semi circle	Name tags
10 mins	<p>6.2 Ice breaker – Stand if....</p> <p>Stand if any of the activities mentioned are relevant to them.</p>	A large circle or semi circle	List of activities.
15 mins	<p>6.3 Remembering the workshop</p> <p>In pairs, participants reflect on what they remember from the workshop.</p> <p>In plenary, people discuss what they still remember.</p>	In pairs	Pen Paper Flipchart Markers
20 mins	<p>6.4 Reflecting on changes</p> <p>In small groups, get participants to discuss things that are now doing to make patients feel more welcome.</p> <p>Share some of the main points in plenary</p>	Four small groups around tables	Flip chart paper Markers
15 mins	<p>6.5 Coping better with stressors.</p> <p>Get the participants to reflect on how they are dealing with stressors in the workplace.</p>	In a circle	Flip chart paper Markers
15 mins	<p>6.6 Wheel of life</p> <p>Get participants to complete Wheel of life again. Reflect on whether anything has changed since the workshop. Discuss how things have changed or why they may not have changed.</p>	In a circle	Wheel of life print out
10 mins	<p>6.7 Reflection and check out:</p> <p>Each person shares what they will take away from this session.</p>	A large circle or semi circle	

ACTIVITY GUIDE: Follow Up Session

These activities should be done about 6 months after the 5 modules have all been completed.

Activity 6.1 : Welcome and Check-in

Objectives	Participants introduce themselves and feel welcome.
Time	10 mins
Room Set up	Sitting in a circle.
Materials and advance preparation	Name Tags
Process	<p>1: Welcome participants to the session and tell them that you will be reflecting on the 5 modules that they participated in.</p> <p>2: Ask each person to introduce themselves and tell us one thing that they enjoyed most about their job.</p> <p>3: Ask them to try and remember what they said in the first session and think if it was the same or if it has changed. Do not have a discussion about this but just give them a moment to reflect.</p>
Notes	<p>Ensure that all participants in the session have participated in the 5 modules. Even if they had not been able to participate in all of the sessions, they must have participated in at least 3 sessions to be able to participate in this session.</p> <p>Name tags are not necessary if the participants already know each other well and you also already know people's names.</p>

Activity 6.2: Stand if...

Objectives	Participants see how their experiences are similar to one another.
Time	5 mins
Room Set up	Participants standing in a line or a circle
Materials and advance preparation	List of activities to mention.
Process	<p>1. Explain to the participants that you will call out a list of activities that participants may have experienced. If they have experienced it, they should stand up. Remind them that they have done this before.</p> <p>They remain standing for a few seconds and then sit back down once you indicate that they can do so, before the next activity is called out.</p> <p>2. Go through the following list of activities, giving time for people to stand and notice who else is standing.</p> <ol style="list-style-type: none"> 1. Stand if you can drive. 2. Stand if you have children. 3. Stand if you would like an increase in salary. 4. Stand if you've laughed at work in the past week. 5. Stand if you have accessed health care as a patient in the last 6 months. 6. Stand if you enjoy reading. 7. Stand if you speak more than 2 languages.

	<p>8. Stand if you have de-stressed in the last week. (done something to relieve stress).</p> <p>9. Stand if you made any changes to your life after the workshop on the life balance wheel.</p> <p>10. Stand if you have made a patient feel welcome in the last week.</p> <p>3. Once you have gone through the list of activities, debrief the exercise by asking participants what they noticed when they were doing the activity.</p> <p>You can ask them:</p> <p>“Were you standing alone or did others join you?</p> <p>Did you notice who you have many things in common with?</p> <p>Sometimes there were many people standing, sometimes only a few”.</p> <p>4. Close off the session by saying:</p> <p>“So, you had some experiences in common with others and sometimes you didn’t have experiences in common with others.</p> <p>We do not always know what we have in common with other people.”</p>
Notes	<p>You can do a variation of the exercise if you think that participants will tire from standing or if there are participants who are not able to stand. You can have participants raise their hand or place their hands on the table instead of standing.</p> <p>You do not need to ask all of the questions, if your time is very limited you can select the questions which you think will be most interesting for the group.</p>

Activity 6.3: Remembering the Workshops

Objectives	Participants reflect on what they remember from the workshops.
Time	15 mins
Room Set up	Sitting in pairs
Materials and advance preparation	
Process	<ol style="list-style-type: none"> 1. Ask participants to make pairs with someone sitting nearby. 2. Tell the participants to think back to the 5 modules that were completely previously. Ask them to think about what they remember from these workshops. 3. Get them to share what they remember with one another. Remind them that they will only have 6 minutes and that each person must have a chance to speak. 4. Once the time is up ask them to bring their attention back into the whole group. 5. Ask the participants to share on thing that really stood out for them.
Notes	This activity is just to get the participants to start reflecting on the workshops and remembering what happened. The details of how it affected them will be discussed in the following activities so no need to go into these details as part of this discussion.

Activity 6.4: Reflecting on Changes

Objectives	Participants reflect on how the workshops affected how they do their work.
Time	20 mins
Room Set up	Small groups
Materials and advance preparation	Flip chart paper Markers
Process	<ol style="list-style-type: none"> 1. Get participants into small groups of 4 or 5. 2. Ask them to think about things that they are now doing to make patients feel more welcome. Someone in each group should make notes of what is shared. 3. Get the participants to bring their attention back into the large group. 4. Ask them to share the points of what they have been doing to make patients feel more welcome. Make notes on a flip chart of what the groups share, so you are creating a list of things people do to make patients feel more welcome. 5. Discuss if some of these things are new and how the previous workshops influenced this behaviour.

Activity 6.5: Coping Better with Stressors

Objectives	Participants reflect on how they are dealing with stressors that arise while they are working.
Time	15 mins
Room Set up	Sitting in a circle
Materials and advance preparation	Flip Chart Markers
Process	<ol style="list-style-type: none"> 1. Ask participants to think about a time that they recently encountered a stressful situation in the workplace and how they responded. 2. Allow people to share as they feel comfortable and do not need to have everyone share an incident. 3. Take note of what people are doing to deal with stressors in the workplace. 4. Tell participants: “Maybe there is something on the list that you might like to try next time you are dealing with a stressful situation at work”.

Activity 6.6: Wheel of Life

Objectives	Participants reflect on where they still need to find balance in their lives.
Time	15 mins
Room Set up	Sitting at tables
Materials and advance preparation	Wheel of Life worksheet Pens
Process	<ol style="list-style-type: none"> Hand out the Life Balance Wheel worksheet and take participants through each step. Explain one step at a time. <p>Say: "Start at any section of the wheel. Then go clockwise around the wheel and at each point ask yourself the following questions:</p> <p>How satisfied are you with this part of your life?</p> <p>Are the activities which you are doing now in this part fulfilling?</p> <p>Rank this aspect between 1 and 10.</p> <p>10 means you feel fulfilled and very satisfied with this part of your life and is marked on the outside of the wheel.</p> <p>1 means you can't see any fulfillment coming at present from this part of your life and is marked on the inside of the wheel.</p> <p>Most people will have a mark somewhere in between these two.</p> <p>Go through all the 'spokes' and take your time.</p> <p>Once you have completed all of the sections draw a line from one mark to the next."</p> <p>You may need to move around the room and explain to some of the participants individually what to do at this point.</p> Once they have completed the task tell them to look at their page and tell them, "this is your life's wheel" Say: "Look at your wheel and see if it would drive smoothly or if it would have difficulty moving forward?" Give them a moment to look at their wheel in silence and reflect on what they observe. Ask them to think about how the wheel may have changed since the activity was done a few months before. Ask participants if they have been making the changes that they came up with in the previous workshop, and if not what has been preventing them from doing so. Allow some of the participants to share what they have done if they want to talk about it.
Notes	This is merely a reflective exercise therefore you do not need to get people to think about how they are going to be creating a balance.

Activity 6.7: Reflection and Check Out

Objectives	Participants reflect on the session and share what they have gained.
Time	10 mins
Room Set up	Sitting in a circle
Materials and advance preparation	<ol style="list-style-type: none"> 1. Ask participants to think about what they have gained from this session. Ask them: “Have you been reminded of anything that you learnt in the sessions but you forgot about?” 2. Go around the circle and ask each participant to share one thing that they will take with them from this workshop. 3. Say to the participants: “Remember that we should constantly reflect on how we are doing our job and think of ways we can improve our services to the patients”.

APPENDIX 3 - ADDITIONAL OPTIONAL ACTIVITIES

These activities can be used if you have additional time and if you think that they would benefit the participants that you are working with. They can help participants be more mindful.

Activity: Building Mindful Awareness

This activity would go well with module 3, 4 and 5

Objectives	Participants learn how to increase awareness of their senses as well as their inner world
Time	15 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	
Process	<ol style="list-style-type: none"> 1. Get participants to sit comfortably in their chairs. Ask them to pay attention to their breath and to relax. 2. Tell them: “We are going to be increasing awareness in order to become more mindful. The entire exercise must be done in silence so please do not say anything”. Explain that we are going to start by shifting our attention to our senses. 3. Ask them to shift their focus to what they can see. Ask them to: “Identify 5 objects that you can see in the room and name them in your mind”. Remind them to breathe. Give them time to identify each object. Ask them to take a deep breath. 4. Ask them to shift their awareness to things that they can hear. They may want to close their eyes for this. Ask them to: “Try and identify 4 different sounds and then silently name what is making each sound”. Ask them to take a deep breath. 5. Then, ask them to shift their attention to what they can smell. Ask them to: “Try and identify 3 different smells and name them in your mind”. Ask them to take a deep breath. 6. They should shift their attention to what they can feel. Ask them to: “Identify two different things you can feel against your skin. Notice the difference how each of these things feel”. Ask them to take a deep breath 7. They should identify something that they can taste. Ask them to: “Focus on your taste buds, what can you taste in your mouth at the moment?”. Ask them to take a deep breath. 8. Then explain that we are going to shift our attention inwards. Ask them to: “Notice how you are feeling at the moment. Where does the feeling sit in your body? Can you identify any other feelings that may not be as strong?” Ask them to take a deep breath.

	<p>9. Then explain that we are going to shift our attention to our thoughts. Ask them to: “Notice what you are thinking. Do not try and change it, just notice what is happening in your mind at the moment. Notice when the thought changes to a different thought. Try not to judge what is a good thought and which is not, just pay attention”</p> <p>Give them a moment to pay attention to all the thoughts that they are having.</p> <p>10. Tell them: “Next we are going to shift our focus to our connections with the people around us”.</p> <p>Ask them to: “Pay attention to the connection you feel with the people sitting closest to you, then notice the connection you feel to the people who are sitting further away. Then pay attention to the connection you feel to the people you care about who are not in the room your family and friends. Then pay attention to the connection you feel with the patients that come into your facility. Notice the connection you have with all of the people that you encounter”.</p> <p>Give them a moment to sit with this feeling of connection.</p> <p>Ask them to take a deep breath.</p> <p>11. Then ask them to bring their attention back into the room and open their eyes when they are ready.</p> <p>12. Once they have opened their eyes and their attention is back in the room, ask participants how they felt during the activity as well as how they are feeling right now.</p> <p>Highlight feelings of calmness, awareness and focus.</p> <p>Explain that this can be done at any point to increase calmness, awareness and focus.</p> <p>Tell that: “When you are feeling very overwhelmed, you can calm down and increase your awareness and focus by starting with focus on the breath.</p> <p>Then name 5 things you can see.</p> <p>4 things you can hear.</p> <p>3 things you can smell.</p> <p>2 things you can physically feel.</p> <p>1 thing that you can taste.”</p>
Notes	<p>Try and speak in a softer, lower voice during the activity. By speaking in a softer, lower voice you help the participants to relax and focus on their own feelings, thoughts and emotions.</p> <p>Some participants may fall asleep. You can gently wake them up if you think it’s necessary but try not to startle them.</p>

Activity: Mindful Eating

This activity would go well with module 3, 4 and 5

Objectives	Participants become aware of the value of doing a task mindfully.
Time	20 Minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Apples
Process	<ol style="list-style-type: none"> 1. Give each participant an apple. 2. Tell everyone to hold the apple in the palm of their hand and look at it. Ask them “what do you notice about the shape of the apple. Notice where are the shadows on the apple, notice where the light hits its skin. Is the skin smooth or is it rough in places. Look at the apple from different angles. How does the shape and texture change as you look at it from different directions?” 3. Ask the participants to close their eyes. Then say “notice how the apple feels in your hand. How heavy is it? How does it feel against your skin? What is its texture? What is its temperature, is it warm or cold?” 4. Then ask them to raise the apple up to their nose and smell the apple. “How does it smell? Is it familiar? Is it sweet or sour smell?” 5. Ask them to place the apple against their mouth, without taking a bite. “Feel the texture of the apple against your lips. Put your tongue out and let it touch the skin of the apple. Can you taste the skin on your tongue?” 6. Tell the participants they can bite into the apple. “Allow the piece of apple to sit in your mouth without chewing it. How does the apple taste? Is it juicy? Is it sweet? Chew the piece at least 20 times. Notice how the texture changes in your mouth as you chew it until it’s very fine before you swallow it”. 7. Allow participants to open their eyes if they would like to. Ask them to continue eating the apple. Paying attention to every bite. Chewing each piece thoroughly until it is very fine before they swallow it. While they are eating the apple ask them to “think about where the apple came from, think about all the people who have been involved in growing the apple, picking the apple, transporting the apple, packaging the apple, selling the apple”. 8. Once everyone has finished eating the apple ask them to reflect on their experience. You can ask questions such as:

	<p>“What was it like?” “Did you notice anything different about the apple because you were giving it so much attention?”</p> <p>“How are you feeling now?”</p> <p>9. Reflect on how doing something mindfully can make it more interesting and rewarding. Discuss how they could do some of their activities at work more mindfully.</p> <p>10. Ask participants to “think about one task that you regularly do at work and try and do it more mindfully. You can be more mindful by paying attention to all of the small details of task.”</p>
Notes	Its important that you do not rush through this activity, even though there may be a tendency to. Take your time on each stage and even have a brief pause at every point to allow participants to really do the action.

Activity: Your most precious resource

This activity would go well with module 5

Objectives	Participants are aware of their own value
Time	10 minutes
Room Set up	Sitting in a circle
Materials and advance preparation	Small boxes with mirrors stuck into the bottom
Process	<ol style="list-style-type: none"> 1. Tell everyone that you have a gift for them. Something that’s incredibly valuable. 2. Hand out the boxes and tell them that they should not open them yet. 3. Once everyone has a box, tell them that they will open the box and they will see a very valuable resource in the bottom. Tell them that they can open the box. 4. Tell the participants to look at the valuable resource. Ask them to think about its value. Ask them: <ul style="list-style-type: none"> • How much do you value this resource? • How do you show that you value this resource? • How do you look after this resource? Allow some of the participants to share their thoughts if they would like to. 5. Tell the participants: “This is a resource that needs to be looked after. This is all that you need to do your job well and to provide good care to your patients. You are enough and your patients are lucky to have you.”

